***Moon Over Manifest***

***By Clare Vanderpool***

LESSON PLAN: Time frame = 2 class periods

Standards Focus:

* Apply reading comprehension strategies – recalling and summarizing
* Identify and explain an author’s use of direct and indirect characterization, and ways in which characters reveal traits about themselves
* Identify ways in which authors use parallel plots and subplots in literary texts
* Explain how authors use symbols to create broader meanings

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What Do You Think?/QuickWrite (Collins Type 2)

Allow 5 minutes for students to write a brief paragraph about:

**Quilts were mentioned more than once in this story. Explain the symbolism and sentimentality of a quilt. How has Abilene woven a “quilt” about Gideon? About herself?**

Discussion (5 Minutes) and Collect.

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**Activity:**

***Purpose***: To review and promote discussion after reading the story

What you will need = 3x5 pre-made character cards (see below)

Extra 3x5 cards to fill in the gaps

Hole puncher

Skein of yarn (any color)

Scissors

Markers/crayons

A LARGE WORK AREA (floor or conference table)

Procedure:

* Pre-make name cards of characters in the story (*Abilene Tucker, Gideon Tucker, Lettie, Ruthann, Shady, Hattie Mae, Ivan DeVore, Velma T., Sister Redempta, Miss Sadie, Mr. Underhill, Mr. Cooper, Mrs. Dawkins, Mrs. Evans, Donal MacGregor, Callisto Matenopoulos, Casimir Cybulski, Etta Cybulski, Little Eva Cybulski, The Akkersons, Mama Santoni, Hermann Keufer, Nikolai Yezierska,Jinx, Ned Gillen, Hadley Gillen, Eudora Larkin, Pearl Ann Larkin, Arthur Devlin, Lester Burton, Uncle Finn)*
* Make hole punches in the 4 corners of each card
* Distribute the cards to students until all of the cards are allotted
* In a large work area, place the card of Abilene in the center (She may not end up being in the center when this is completed)
* Working one character at a time, have students place the cards so that those characters who are related in some way to each other in the story are touching (edges or corners)
* **Students are to tell how the card they are placing is related to the one he/she placed it by and his/her significance to the plot**
* Once all of the character cards are placed, fill in the gaps with the extra cards on which students may draw pictures of some element of the story (tombstone, small doll, liberty dollar, fishing fly, mine shaft, store fronts, etc.); the final result should look like a rectangular quilt
* Knot tie the corners of the cards together to “quilt” the story. You may want to also knot tie the edges for additional support, but this may require more hole punches when the basic design is completed.
* Display the quilt somewhere in the school

*When time runs out on day 1, number the backs of the cards or take a picture to remember the layout.*